

- interdisciplinary and career planning is developmental.
7. Competency is proof of student attainment.

School-to-Work Programs

* Sponsored by the U.S. Department of Education and the U.S. Department of Labor

Three Core Elements:

1. **School-based learning:** classroom instruction based on high academic and business-defined occupational skill standards.
2. **Work-based learning:** career exploration, work experience, structured training, and mentoring at job sites.
3. **Connecting activities:** course that integrates classroom and on-the-job instruction; matching students with participating employer, training mentors, and building other bridges between school and work.

* Advantages include:

- Helps students make the transition from school to work.
- Develops skills in critical thinking, problem solving, communications, and interpersonal relations.
- Gives students the opportunity to learn about job possibilities

Integrating Academic and Vocational Education

* Grubb, Davis, Lum, Plihal, and Mograine (1991) suggest the following models for integrating academic and vocational education.

1. Incorporate more academic content in vocational courses.
2. Combine vocational and academic teachers to enhance academic competencies in vocational programs.
3. Make academic courses more vocationally relevant.
4. Modify both vocational and academic courses.
5. Use the senior project as a form of integration.
6. Implement the Academy model (use team teaching of math, English, science, and vocational subjects for two or three years and then require other subjects in regular high schools).
7. Develop occupational high schools and magnet schools.
8. Implement occupational clusters, "career paths", and occupational majors.

Tech-Prep Programs

* National strategy developed to ensure that students leave high school with marketable skills for job placement, have academic credentials to pursue higher education, or have both of these options.